

Middle (6-8) Menu of Options

Please note: This list is a starting point for your discussion on how to balance the assessment system. If you choose to use this menu, keep in mind that your group does not have to make a decision in every box. These are only suggestions. “Other” is always an option.

Characteristics	Formative Strategies	Benchmark	Summative
Grade Level(s)	<input type="radio"/> 6 th grade <input type="radio"/> 7 th grade <input type="radio"/> 8 th grade	<input type="radio"/> 6 th grade <input type="radio"/> 7 th grade <input type="radio"/> 8 th grade	<input type="radio"/> 6 th grade <input type="radio"/> 7 th grade <input type="radio"/> 8 th grade
Academic Content Areas	<input type="radio"/> Reading <input type="radio"/> Mathematics <input type="radio"/> Science <input type="radio"/> Soc Studies <input type="radio"/> Lang Arts <input type="radio"/> Writing <input type="radio"/> Other: _____	<input type="radio"/> Reading <input type="radio"/> Mathematics <input type="radio"/> Science <input type="radio"/> Soc Studies <input type="radio"/> Lang Arts <input type="radio"/> Writing <input type="radio"/> Other: _____	<input type="radio"/> Reading <input type="radio"/> Mathematics <input type="radio"/> Science <input type="radio"/> Soc Studies <input type="radio"/> Lang Arts <input type="radio"/> Writing <input type="radio"/> Other: _____
Purpose	<input type="radio"/> to gauge student understanding of a concept during instruction, so teacher can adjust instruction and help student reach the next level of understanding/learning progression. <input type="radio"/> to involve students in understanding their own learning <input type="radio"/> to engage student and teacher in a dialogue around ungraded learning/performance.	<input type="radio"/> to check if student is “on track” for grade-level work <input type="radio"/> to diagnose student learning needs and level of ability (below-, on-, and above-grade level) <input type="radio"/> to monitor progress towards summative test <input type="radio"/> to incorporate into student’s grade <input type="radio"/> to provide schools with data on strengths and weaknesses within curricular areas <input type="radio"/> is NOT part of accountability system <input type="radio"/> IS part of accountability system <input type="radio"/> required to administer <input type="radio"/> not required to administer	<input type="radio"/> to measure readiness for high school <input type="radio"/> to measure proficiency on grade-level knowledge and skills <input type="radio"/> to provide schools with data on strengths and weaknesses within curricular areas <input type="radio"/> to provide parents and public with information about school/district achievement <input type="radio"/> to meet federal and/or state compliance <input type="radio"/> is NOT part of accountability system <input type="radio"/> IS part of accountability system <input type="radio"/> required to administer <input type="radio"/> not required to administer
Frequency	<input type="radio"/> hourly throughout instruction <input type="radio"/> daily throughout instruction <input type="radio"/> on-the-fly assessment <input type="radio"/> planned-for interaction <input type="radio"/> curriculum-embedded assessment	<input type="radio"/> monthly, quarterly <input type="radio"/> teacher determines – as often as needed <input type="radio"/> district determines – as often as needed <input type="radio"/> other: _____	<input type="radio"/> annually in the fall <input type="radio"/> annually in the spring <input type="radio"/> up to 3x, stop when “proficient” (if online) <input type="radio"/> other: _____
Delivery Mode	<input type="radio"/> teacher incorporates into instruction <input type="radio"/> students evaluate own learning	<input type="radio"/> computer-based <input type="radio"/> paper/pencil <input type="radio"/> performance skills demo w/rubric scoring	<input type="radio"/> computer-based <input type="radio"/> paper/pencil <input type="radio"/> performance skills demo w/rubric scoring
Professional Development & Training	<input type="radio"/> effective, targeted questioning strategies <input type="radio"/> how to modify “grading” practices to provide specific, targeted feedback <input type="radio"/> student self-assessment of progress <input type="radio"/> districts develop and organize own PD <input type="radio"/> common PD across state via CESAs, state education orgs, and DPI <input type="radio"/> coordinate with higher ed (pre-service & post) <input type="radio"/> coordinate with teacher & admin licensing	<input type="radio"/> how to understand assessment results <input type="radio"/> what to do next instructionally <input type="radio"/> how to create instruction that is differentiated to meet diverse student needs <input type="radio"/> districts develop and organize own PD <input type="radio"/> common PD across state via CESAs, state education orgs, and DPI <input type="radio"/> coordinate with higher ed (pre-service & post) <input type="radio"/> coordinate with teacher & admin licensing	<input type="radio"/> how to understand assessment results <input type="radio"/> how to review curriculum and programs within a school or district to determine effectiveness and plan improvements <input type="radio"/> public understanding of what results do and do not say about school effectiveness <input type="radio"/> districts develop and organize own PD <input type="radio"/> some common PD across state via CESAs, state education orgs, and DPI <input type="radio"/> coordinate with higher ed (pre-service & post) <input type="radio"/> coordinate with teacher & admin licensing
Report Mode	<input type="radio"/> verbal feedback to student <input type="radio"/> written feedback to student <input type="radio"/> other: _____	<input type="radio"/> electronic/on-line <input type="radio"/> paper	<input type="radio"/> electronic/on-line <input type="radio"/> paper
Report Type	<input type="radio"/> no official report <input type="radio"/> other: _____	<input type="radio"/> shows current result – single administration <input type="radio"/> shows current compared to previous results <input type="radio"/> gives ideas for what to do next tailored by each student’s strengths/needs <input type="radio"/> individual student reports <input type="radio"/> aggregated report (classroom, grade, school) <input type="radio"/> immediacy of student reports is important <input type="radio"/> immediacy of aggregate report is important	<input type="radio"/> shows current result – single administration <input type="radio"/> shows current compared to previous results <input type="radio"/> gives ideas for what to do next tailored by each student’s strengths/needs <input type="radio"/> individual student reports <input type="radio"/> aggregated-classroom, grade, school, district <input type="radio"/> immediacy of student reports is important <input type="radio"/> immediacy of aggregate report is important
Roles	<input type="radio"/> teachers create <input type="radio"/> districts each take their own approach <input type="radio"/> state provides basic structure/content based on work with educators	<input type="radio"/> state works directly with educators to continually develop broad bank of assessment items to share across the state <input type="radio"/> state contracts with vendor for pre-made assessment item bank <input type="radio"/> school/district develops or chooses their own assessments	<input type="radio"/> state contracts for custom test with vendor, teachers edit/revise proposed test items <input type="radio"/> state fully develops assessments through teacher item-writing workshops/courses <input type="radio"/> state purchases premade assessment (if used for accountability, will require additional component to align to all state standards)
“Looks Like...”	<input type="radio"/> questioning strategies <input type="radio"/> “toolkit” of feedback strategies <input type="radio"/> student self-assessment	<input type="radio"/> multiple choice <input type="radio"/> demonstration of skills <input type="radio"/> open-ended questions <input type="radio"/> pre-made mini-tests on specific skills <input type="radio"/> teacher selects items and builds own test <input type="radio"/> everyone gets the same questions <input type="radio"/> test adapts to responses, tailors to student (if computer-based)	<input type="radio"/> multiple choice <input type="radio"/> demonstration of skills <input type="radio"/> open-ended questions <input type="radio"/> everyone gets the same questions <input type="radio"/> test adapts to responses, tailors to student (if computer-based)